DOCUMENT RESUME

ED 458 522 CS 014 474

AUTHOR Lysy, Daria C.; Moore, Paula P.; Bamford, Rosemary A.

TITLE Maine Reading Recovery[R]: State Report & Evaluation, 1998-2000.

INSTITUTION Maine Univ., Orono. Coll. of Education.

SPONS AGENCY Maine State Dept. of Education, Augusta.
PUB DATE 2001-00-00
NOTE 45p.
AVAILABLE FROM University of Maine, College of Education & Human Development, 5766 Shibles Hall, Orono, ME 04469-5766. Tel: 207-581-2438; Fax: 207-581-2423; Web site: http://www.ume.maine.edu/~cel/.
PUB TYPE Reports - Research (143)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Early Intervention; Primary Education; *Program Evaluation; *Reading Achievement; *Reading Instruction; State Programs
IDENTIFIERS *Maine; *Reading Recovery Projects

ABSTRACT

This report states that in 1998-1999 and 1999-2000 in Maine the number of Reading Recovery programs provided increased by 5% and 11% respectively, and that more than half of all Reading Recovery[R] students successfully completed the program. The report also states that students who successfully completed Reading Recovery[R] continued to improve in reading levels after they left the program, even without the extra instruction, and that most of the Reading Recovery[R] students who successfully completed the program were in the upper half of their classes in reading achievement, with many in the top quartile. It finds that the majority of Reading Recovery[R] students were reading on grade level at the end of first grade, and that very few were referred for special education services in reading, even though they had been the very lowest students in their first grades. It also finds that schools that reported they were able to serve all the students who needed Reading Recovery[R] recommended fewer students for further services and had fewer students with incomplete programs at the year's end. The report presents several implementation recommendations and calls for more funding for Reading Recovery[R] in Maine. (Contains 12 tables of data and 4 figures. Appended are: (1) a rubric for assessing a school's operation of Reading Recovery and (2) a hard to accelerate student action plan.) (NKA)

Reproductions supplied by EDRS are the best that can be made from the original document.

ED 458 522

Maine Reading Recovery®

State Report & Evaluation
1998-2000

Funding for evaluation provided by the Maine Department of Education

Prepared by

Daria C. Lysy, M.A.
State Program Evaluator

Paula F. Moore, Ed.D.
State Coordinator

Rosemary A. Bamford, Ed.D.
University Site Coordinator

The University of Maine
College of Education and Human Development
5766 Shibles Hall, Orono, ME 04469-5766
TEL: (207) 581-2438 FAX: (207) 581-2423

http://www.ume.maine.edu/~cel/

THE UNIVERSITY OF MAINE

A Member of the University of Maine System

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

K. M. Hyatt

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CS 014 474

BEST COPY AVAILABLE

Our MEA reading scores have been excellent since the implementation of Reading Recovery.

--Administrator

BEST COPY AVAILABLE

April 6, 1999

Pendleton Street School
86 Pendleton Street
Brewer, ME 04412

Dear Mrs. Lewis:

This letter is to thank you for providing the Reading Recovery Program at Pendleton Street School. Please continue, and if possible, expand the program!

As a parent of a first-grade student, I have seen the wonderful results of Reading Recovery. As a parent volunteer, I see there are others that would greatly benefit from this program.

Before my son started school this year he was excited about learning how to read. After the first few months, he started to become frustrated. He no longer liked school. He was upset because he wasn't grasping the reading methods of the classroom as quickly as others. Thankfully there became an opening for him in the Reading Recovery Program. As he became involved in this program, he became excited again about learning. His self-esteem improved. And he was finally at peace with his learning abilities. It has been very exciting watching him progress. I wish that more students could benefit from this program.

Will this program continue next year? Can it be expanded? Can I help? I could volunteer my time. I could propose that the Brewer PTU help provide funding. I could offer any materials that I may have here at home. Maybe the Reading Recovery Program could provide a wish list of items needed. I could help organize a Reading Recovery Raffle this spring. (I would be happy to donate a set of Teanie Beanie Babies.) I could go on. I am very excited about Reading Recovery. This program can open doors. It can build self-esteem. It can end some of the children's angers. It can give a student the keys to surviving in the world of education.

Please let me know if I can help this program! Thank you for your Time.

Sincerely,

Jayne McEwen

Jayne McEwen
Parent, Parent Volunteer, Brewer PTU Treasurer

cc: Allan Snell
Ms. Yule
Reading Recovery Teachers

He has become more interested in all aspects of his education. He strives to be the best he can be no matter what the subject. *--Parent*

While I cook he sits at the counter and reads to me with a big smile. *--Parent*

It's too bad this program can't be offered to other children who are reading but struggling. *--Parent*

She's keeping up with her classmates now. She understands her work in class more. *--Parent*

He doesn't feel left out anymore. *--Parent*

Not only did the program give him the skills to read, but it also gave him the desire to read. *--Parent*

She went from feeling "dumb" to feeling "smart". *--Parent*

Reading Recovery has greatly reduced the number of students needing Title I or special education. Retentions are at an all time low. *--Administrator*

I believed (before training) that low progress children needed an intensive one-on-one reading program. Now I realize that each child needs an individually-tailored program building on what the child can do. I also now see that drilling isolated skills can confuse children: that what is needed are successful experiences reading and writing--promoting independence and acceleration. *--Reading Recovery Teacher In Training*

We looked at our reading scores of 2nd to 7th graders recently. It was extremely encouraging to see that children who had received Reading Recovery as first graders were at or above grade level in most cases!

--Administrator

--Administrator

Reading Recovery has continued to be the catalyst for change within the schools!

Strong impact resulting from the professional development, consultation, and role modeling provided by Reading Recovery staff.

--Administrator

--Administrator

Reading Recovery has made the other areas more accountable. Clear focus, high standards, data driven--it has made all of us "clean up our act".

I am more confident in my ability to make better decisions about individual students. I also feel that my knowledge of the reading process has continued to develop further.

--Trained Reading Recovery Teacher

--Classroom Teacher

They are retaining their new skills.

The change in them is amazing. Their confidence has helped them become active participants in whole group situations, and they match or exceed their peers when working in small groups.

--Classroom Teacher

--Classroom Teacher

By March it is difficult to identify which students began first grade as "at-risk readers".

Summary of Outcomes

In each year, 1998-1999 and 1999-2000:

- the number of Reading Recovery programs provided increased by 5%, and 11%, respectively.
- more than half of all Reading Recovery students successfully completed the program.
- students who successfully completed Reading Recovery continued to improve in reading levels after they left the program, even without the extra instruction.
- most of the Reading Recovery students who successfully completed the program were in the upper half of their classes in reading achievement, with many in the top quartile.
- more Reading Recovery students than random sample comparison students read at or above text level 18 (second-grade level) at the end of first grade.
- the majority of Reading Recovery students were reading on grade level at the end of first grade.
- very few Reading Recovery students overall were referred for special education services in reading, even though they had been the very lowest students in their first grades.
- of the few Reading Recovery students retained at grade one at the end of the year, very few were retained for reading difficulties, and these were students referred for further services or who had not received a full program of lessons.
- schools that reported they were able to serve all the students who needed Reading Recovery recommended fewer students for further services and had fewer students with incomplete programs at the end of the year.

Demonstrated Success of Reading Recovery
appears on page 25.

Implementation Recommendations
appear on page 26.

Acknowledgments for the 1998-1999 and 1999-2000 School Years

The *State Report & Evaluation* is published by the University Training Center for Reading Recovery, the Center for Early Literacy at the University of Maine's College of Education and Human Development.

Center for Early Literacy Director
State Coordinator for
Reading Recovery
Paula F. Moore, Ed.D.

Reading Recovery University Site Coordinator
Rosemary A. Bamford, Ed.D.

Reading Recovery Program Evaluator
Daria C. Lysy, M.A

Center for Early Literacy
Administrative Assistant
Theresa McMannus

Dean of the College of Education and Human Development
Robert Cobb, Ed.D.

Commissioner
Maine Department of Education
J. Duke Albanese

IASA Coordinator
Maine Department of Education
Kathryn Manning

Director, Special Services
Maine Department of Education
David Noble Stockford

Training Sites - Site Coordinators

Belfast - Sally LeClair
Benton - Dean Baker
Caribou - Frank McElwain
Dexter - Janice Breton, Andrea Pomroy
Enfield - Gary Haynes, Laura Cook
Washington/Hancook County Consortium -
Ronald Ramsay, Mitchell Look
Southern Maine Consortium:
Wiscasset - Jan Hoffman
Westbrook - Pat Jackman
South Portland - Cheryl Jensen
Western Maine Region:
Jay - Edward Connolly
South Paris - Rebecca S. Cummings

Teacher Leaders/Adjunct Faculty

Rebecca Mailloux
Judith Karam
Nancy Todd
Marcia Nye Boody
Laura Cook, Linda Woodrell

Gael Romei

Shawne McCord
Nadja Corcoran, Charles Potter
Margaret Hawkins

Tracy Douglass
Cynthia Kirchherr

Maine Reading Recovery Training Site Contacts for 2000-2001

Paula Moore, Ed.D., University Trainer and Center for Early Literacy Director
Elizabeth Worden, Ph.D., University Trainer
University of Maine, Center for Early Literacy, 5766 Shibles Hall, Orono, ME 04469-5766

Theresa McMannus, Administrative Assistant (207) 581-2438 / FAX (207) 581-2423

Official Training Site	Teacher Leader Contact	Site Coordinator
Caribou	Nancy Todd Hilltop School (207) 493-4250	Frank McElwain Curriculum Coordinator Caribou School Dept.
Dexter	Marcia Nye Boody Dexter Primary School (207) 924-7671	Andrea Pomroy Principal Dexter Primary School
Enfield	Janelle Burgoyne Enfield Station School (207) 732-4141	Laura B. Cook Principal Enfield Station School
Hancock County	Trisha Rhodes Conners-Emerson School (207) 288-3398	Mary Reed (acting) Literacy Coordinator Union 98
Jay	Tracy Douglass Jay Elementary School (207) 897-3379	Steve Cottrell Jay Superintendent (207) 897-3936
Machias	Gael Romei Rose Gaffney School (207) 255-3411	Mitchell Look Principal Rose Gaffney School
M.S.A.D. #49 - Benton	Judy Karam Benton Elementary School (207) 453-4248	Dean Baker Superintendent S.A.D. #49
Old Town	Sharon Greaney (in training) Herbert Gray School (207) 827-3925	Judy Pusey Curriculum Coordinator Old Town
Oxford Hills	Cynthia Kirchherr Oxford Hills Comprehensive High School (207) 743-8914 Ext. 4115	Rebecca S. Cummings Title I Coordinator S.A.D. #17
South Portland	Margaret Hawkins Redbank Village Elementary School (207) 879-7122	Margaret Hawkins Principal Redbank Village School
Westbrook	Sue Lander Prides Corner School (207) 797-5222	Patricia Jackman Language Arts Director Westbrook Sch. Dept.
Wiscasset	Shawne McCord Wiscasset Primary School (207) 882-7585	Jan A. Hoffman Principal Wiscasset Primary Sch.
University of Maine	Paula Moore / Elizabeth Worden (Trainers) University of Maine (207) 581-2418 and (207) 581-2496	Rosemary Bamford University Site Coordinator

Table Of Contents

Section **Page**

Summary of Outcomes i

Acknowledgments for the 1998-1999 and 1999-2000 School Years ii

Maine Reading Recovery Training Site Contacts for 2000-2001 iii

Introduction 1
- How Reading Recovery Works 1

Annual Program Evaluation Research Design and Procedures 2
- Purpose 2
- Study Participants 3
- Design 3
- Research Questions 4
- Sources of Data 4
- Literacy Measures 5

Program Results: Student Outcomes 7
- Number and Description of Children Served 7
- End-of-Program Status and Percentage Discontinued 9
- Progress on Literacy Measures 10
- Stanine Criterion Performance 11
- Subsequent Gains 12
- Reading Group Placement 13
- Impact on Special Education 14
- Impact on Retention 15
- Informal Responses 16

Implementation Factors 18

Time Factors 20

Teacher Factors 22

Summer and Extended Programs 23

Children Pulled From Reading Recovery Before Receiving a Full Program 24

Children with Recommended Action 24

Demonstrated Success of Reading Recovery 25

Implementation Recommendations 26

Conclusions 27

Appendix A, *Rubric for Assessing A School's Operation of Reading Recovery* 29

Appendix B, *Hard to Accelerate Student Action Plan* 33

Introduction

This report represents an examination of Reading Recovery student outcomes for the state of Maine. The report accounts for all children served by Reading Recovery during the 1998-1999 and 1999-2000 school years and responds to a need to be accountable for all children who received Reading Recovery.

How Reading Recovery® Works

Developed by New Zealand educator Marie M. Clay, Reading Recovery® is a short-term intervention for children who have the lowest achievement in literacy learning in the first grade. Children meet individually with a specially trained teacher for 30 minutes each day for an average of 12-20 weeks. The goal of the program is for children to develop effective reading and writing strategies in order to work within an average range of classroom performance.

Reading Recovery is an *early* intervention program. Proficient readers and writers develop early. There is strong evidence in the research literature that retention in grade level and long-term remediation efforts do not enable low-progress children to catch up with grade-level peers so that they can profit from classroom instruction. There is also evidence that school failure leads to lack of self-esteem, diminished confidence, school drop-out, and other negative outcomes. It is, therefore, necessary to redirect educational policy and funding to the *prevention* of reading failure. Reading Recovery has a strong track record of preventing literacy failure for many first graders through early intervention.

The key to the successful implementation of Reading Recovery resides in the training model. Three levels of professional staffing provide a stable training structure: university trainers who train and support teacher leaders; district- or site-level teacher leaders who train and support teachers; and school-based teachers who work with the hardest-to-teach children.

Initial teacher training is for one academic year with no loss of service to children. As teachers are trained, they simultaneously implement the program with children. Extensive use is made of a one-way glass screen for observing and talking about lessons with children. Teachers become sensitive observers of students' reading and writing behaviors and develop skill in making moment-by-moment analyses that inform teaching decisions.

Following the initial year of training, teachers continue to participate in ongoing professional development sessions called 'continuing contact.' They continue to teach for their colleagues and to discuss their programs. Continuing contact sessions provide collaborative opportunities for teachers to remain responsive to individual children, to question the effectiveness of their practices, to get help from peers on particularly hard-to-teach children, and to consider how new knowledge in the field may influence their practice.

Reading Recovery is not an isolated phenomenon in schools. Reading Recovery has a carefully designed plan for implementing the program into existing systems. The success of any intervention such as Reading Recovery is influenced by the quality of the decisions made about implementation.

Replication studies document program outcomes for all children served in Reading Recovery. Consistent outcomes have been shown for children served in English and in Spanish. A large majority of children with full programs have been successful in reaching average range literacy performance. There is also evidence across several countries that the effects of Reading Recovery are long-lasting.

Annual Program Evaluation Research Design and Procedures

Purpose

The major goals of the annual Reading Recovery program evaluation are to report student outcomes and to plan for improved program implementation and instruction based on an analysis of the effectiveness and efficiency of the Reading Recovery program.

Study Participants

Reading Recovery Children

Data are collected for *all* children served during the school year by Reading Recovery, ***even if a child had only one session.*** Reading Recovery children are assigned to one of the following end of program status categories:

Discontinued: A child who successfully met the rigorous criteria to be discontinued from the program during the school year or at the time of year-end testing.

Recommended Action After a Full Program: A child who was recommended by Reading Recovery professionals for assessment/consideration of other instructional support at the point of departure from Reading Recovery, after receiving a full program of at least 20 weeks (a positive action benefitting the child and the school).

Incomplete Program At Year-End: A child who was still in Reading Recovery at the end of the school year with insufficient time (less than 20 weeks) to complete the program.

Moved While Being Served: A child who moved out of the school while being served before specific program status could be determined and who may or may not have had a full program of 20 weeks.

None of the Above: A rare category used only for a child who was removed from Reading Recovery under unusual circumstances, with less than 20 weeks of instruction. (e.g., removed after the child was returned to kindergarten).

Reading Recovery data are frequently analyzed for those children who had an opportunity for a "full program." Full-Program Reading Recovery children are those children who discontinued plus those who had an opportunity to receive services for 20 or more weeks and did not discontinue.

Comparison Group

The progress made by Reading Recovery students during the school year is compared to a random sample of first graders, as defined below:

Random Sample Group: The *required* random sample (RS) comparison group consists of children randomly selected at the start of the year from all first grade students in regular classrooms in Reading Recovery schools who are not designated in the fall to be served in the Reading Recovery program. Children in self-contained special education classrooms are not considered part of this population. However, students in regular classrooms who receive special education services are included in the population from which the random sample is drawn.

Design

Reading Recovery children have more confidence since entering the program, use more strategies effectively, are more independent, more willing to engage in reading behaviors.
--Classroom Teacher

Reading Recovery is designed to serve the lowest achievers in the first grade cohort within a school. Because the goal is successful performance within an average literacy setting in the classroom, children are discontinued as soon as it can be predicted that they can engage with and profit from classroom literacy instruction without further individual tutoring. Rigorous discontinuing criteria are applied. In addition to strong performance on the *Observation Survey* assessment, discontinued children must demonstrate a self-extending system. They are expected to continue to learn on their own efforts and to demonstrate the ability to work well within their classroom settings.

In order to determine if Reading Recovery children continue to meet this goal at the end of grade one, they are compared to a random sample of their class peers who did not receive Reading Recovery services. The performance of Reading Recovery students in Maine is compared with the Maine stanines, which reflect a stable picture, across time, of typical first grade performance goals in the state. It should be noted that the typical performance of Maine first graders is higher than the reported typical national performance.

I thought there was a specific pattern and sequence as to how children learn. I now see that there are many different facets to becoming literate.
--Reading Recovery Teacher In Training

Research Questions

The following research questions should guide annual Reading Recovery program evaluation.

Required

1. How many children were served and who was served in Reading Recovery?

2. What was the end of program status of children served by Reading Recovery? What percentage were successfully discontinued?

3. What was the progress of the Reading Recovery children on literacy measures?

4. What percentage of Reading Recovery and random sample comparison children scored below, within, and above the average band and the typical performance of Maine first graders (stanine 5) at year-end?

5. What were the gains from exit to year-end of first round Reading Recovery children who were successfully discontinued?

Optional

6. Was there a change in the reading group placement of Reading Recovery children from beginning to end of the school year?

7. What percentage of Reading Recovery children were referred and placed in special education?

8. What percentage of Reading Recovery children were considered for retention and retained in first grade?

9. What informal responses to the Reading Recovery program were made by teachers, administrators, and parents?

Sources of Data

Data for the annual Reading Recovery program evaluation were gathered from the following sources:

Reading Recovery Student Data Form

Parts 1 and 2 of the national student data form (green scan forms) were used by Reading Recovery teachers to record student background information, scores on the *Observation Survey* that serve as pre-test and post-test literacy measures, and other year-end information on all Reading Recovery children, as well as Random Sample children. Part 3 of the student data form is used to track and record data for Reading Recovery children with an incomplete program at the end of the school year whose programs were continued in a summer program or during the following school year.

Reading Recovery Teacher and Teacher Leader Data Form

This national data form provided background information on Reading Recovery teachers and teacher leaders (trained or in-training, years of experience in education and in Reading Recovery, number of assigned teaching slots, etc.). This form also yielded information about the schools that participated in the program (locale, funding sources, number of years in Reading Recovery, level of coverage, etc.).

Reading Recovery Spring Questionnaires

Questionnaires were distributed by teacher leaders at the end of the school year to trained Reading Recovery teachers, in-training Reading Recovery teachers, administrators, classroom teachers, and parents/guardians of Reading Recovery children. Respondents were asked to provide ratings and informal written responses representing their views of the Reading Recovery program. The teacher leaders analyzed the quantitative and qualitative responses to include in this report. The teacher leaders also summarized and recorded ratings on a survey grid that was submitted to their university training center.

I have seen improvement because the students' test scores have gone up. Students have a better understanding of what they read. They have picked up speed in their reading as they develop confidence.

--Classroom Teacher

Literacy Measures

The six tasks in Marie Clay's *Observation Survey* were used as pre-test and post-test measures. The *Survey* tasks have the qualities of sound assessment instruments.

Text Reading (National Standards: text levels 00-02 = readiness; 3-8 = pre-primer; 9-12 = primer; 14-16 = end of grade 1; 18-20 = grade 2; 22-24 = grade 3)

Purpose: To determine an appropriate level of text difficulty and to record, using a running record, what the child does when reading continuous text.

Task: To read texts representing a gradient of difficulty until the highest text level with 90% accuracy or better is determined with teacher recording text reading behaviors during the oral reading task; texts were drawn from established basal systems and have, over the years, proved to be a stable measure of reading performance.

Letter Identification (maximum score = 54)

Purpose: To find out what letters the child knows and the preferred mode of identification.

Task: To identify upper and lower case letters and conventional print forms of 'a' and 'g'.

Word Test (maximum score = 20)

Purpose: To find out if the child is gaining in sight word recognition.
Task: To read a list of 20 high-frequency words.

Concepts About Print (maximum score = 24)

Purpose: To find out what the child has learned about how spoken language is put into print.
Task: To perform a variety of tasks during book reading by the teacher.

Writing Vocabulary (10 minute time limit)

Purpose: To find out if the child is building a vocabulary that is spelled accurately.
Task: To write all known words in 10 minutes.

Hearing and Recording Sounds in Words (maximum score = 37)

Purpose: To assess phonemic awareness by determining how well the child represents the sounds of letters and clusters of letters in graphic form.
Task: To write a dictated sentence, with credit for every sound correctly represented.

All six tasks of the *Observation Survey* were administered to Reading Recovery students at the start of the school year and/or at entry to the program. These scores serve as pre-test measures in the evaluation design. The six tasks were also administered to Reading Recovery students upon discontinuing or exiting from the program as post-test measures.

Data collection is useful in developing a picture of a student.
--Administrator

Our school team works well together identifying the students early that qualify for the different educational services.
--Administrator

At the end of school year the six tasks were again administered to all students who received Reading Recovery services during the year. These scores served to measure the progress of students several months after completing the program. Random Sample comparison group children were tested in the fall and again at the end of the school year.

Program Results: Student Outcomes

Number and Description of Children Served

Q1 **How many children were served and who was served in Reading Recovery?**

Table 1 Number of Reading Recovery and Random Sample Comparison Group Children.

Student Group	*1998-1999*	*1999-2000*
Reading Recovery	*2282*	*2524*
Random Sample	*1530*	*1570*

Table 1 shows the number of children who received Reading Recovery in the 1998-1999 and 1999-2000 school years as well as the number of random sample comparison group children. The historical growth of Reading Recovery in Maine has continued in 1999-2000 with 242 more children being served than in the previous year. Table 2 describes Reading Recovery and the random sample comparison group according to sex, lunch cost, race/ethnicity, and native language.

Individual, systematic, consistent attention to reading strategies on a daily basis has promoted incredible growth for almost all of our Reading Recovery students.

--Administrator

Sex

Note that more boys than girls were served by Reading Recovery in both school years. In 1998-1999, 61% were boys and 39% were girls. In 1999-2000, 60% were boys and 40% were girls. The comparison group was made up of 53% girls and 47% boys both school years.

Lunch Cost

The majority of information about lunch costs was unavailable as school district policies sometimes prevent the release of this information. For the remaining children for whom data were reported, 27% of children had free lunch and 7% had reduced lunch in both school years. In 1998-1999, 27% had regular lunch and in 1999-2000 31% had regular lunch. There is a lower percentage of free lunch children, and more reduced and regular lunch children in the comparison group.

Race/Ethnicity and Native Language

In 1998-1999, 97% of Reading Recovery children were white. In 1999-2000 this figure was 95%. Most children spoke English as their native language. However, Reading Recovery served 35 students who had a native language other than English in 1998-1999, and 44 in 1999-2000.

Note: Data are submitted for every program delivered. Therefore children who received programs at different schools before and after moving, or who receive programs before and after an interruption of service of more than 3 weeks are counted twice in the data, one time for each program received. This occurs in less than 2% of all cases.

Table 2 Number and Percentage of Reading Recovery and Random Sample Comparison Group Children by Sex, Lunch Cost, Race/Ethnicity, and Native Language.

		Student Group and Year Breakdown							
		Reading Recovery				Random Sample			
		1998-1999		1999-2000		1998-1999		1999-2000	
		n	%	n	%	n	%	n	%
Sex	Male	1403	61%	1511	60%	716	47%	730	47%
	Female	879	39%	994	40%	814	53%	834	53%
Lunch Cost	Free	606	27%	670	27%	245	16%	264	17%
	Reduced	163	7%	167	7%	115	8%	85	5%
	Regular	627	27%	770	31%	605	40%	669	43%
	Information Unavailable	886	39%	904	36%	565	37%	550	35%
Race / Ethnicity	American Indian / Alaskan Native	21	1%	17	1%	9	1%	10	1%
	Asian	18	1%	23	1%	6	0%	12	1%
	Black/African American	22	1%	40	2%	12	1%	16	1%
	Hispanic/Latino	15	1%	29	1%	9	1%	7	0%
	Native Hawaiian/ Pacific Islander	3	0%	2	0%	1	0%	2	0%
	White	2203	97%	2393	95%	1491	97%	1516	97%
	Multiethnic ('99-'00)	-	-	9	0%	-	-	3	0%
Native Language	English	2247	98%	2471	98%	1510	99%	1548	99%
	Spanish	4	0%	12	0%	3	0%	4	0%
	Chinese	3	0%	3	0%	2	0%	4	0%
	Other	28	1%	29	1%	8	1%	9	1%

He strives to achieve. He wanted to read and he learned. He thrilled himself by increasing his reading level. He learned he can succeed.
--Parent

End of Program Status and Percentage Discontinued

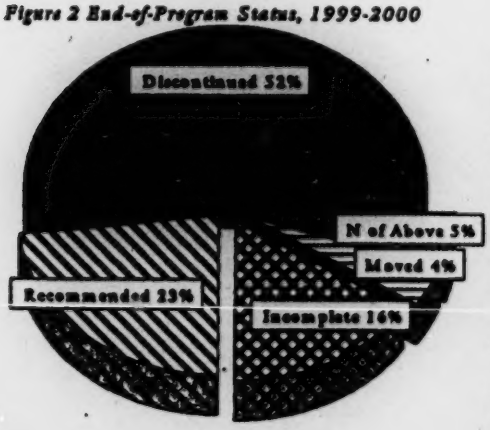
Q2 What was the end-of-program status of children served by Reading Recovery? What percentage were successfully discontinued?

Reading Recovery accounts for all children served *even if served for only one day*. At the end of each child's series of lessons, a status category is assigned. The five status categories (described in detail in the 'Study Participants' section) are: (a) *Discontinued*, (b) *Recommended* action after a full program of 20 weeks, (c) *Incomplete* program at year-end, (d) *Moved* while being served, and (e) *None of the Above*.

A total of 2282 students received Reading Recovery in 1998-1999, an increase of 5% over the previous year. Figure 1 shows the outcomes for Reading Recovery students. Over half, or 51% of Reading Recovery children successfully met the rigorous criteria for discontinuing. Another 18% were recommended for further action and support beyond Reading Recovery, after receiving a full program of at least 20 weeks. There were 21% who were still receiving services when the school year ended, 4% who moved while being served, and 6% who were pulled from the program before receiving at least 20 weeks of service for a variety of reasons, discussed in a later section.

Figure 1 End-of-Program Status, 1998-1999

Figure 2 End-of-Program Status, 1999-2000



In 1999-2000, a total of 2524 Reading Recovery children were served, an increase of 11% over the previous year. Figure 2 shows the outcome for each program. Over half, or 52% of Reading Recovery discontinued, 23% had a recommended action after a full program of at least 20 weeks. There were 16% who were still receiving services when the school year ended, 4% who moved while being served, and 5% who were pulled from the program before receiving at least 20 weeks of service for a variety of reasons, discussed in a later section.

Children's lessons that are cut short by mobility, insufficient time at the end of the school year, or by rare and extreme circumstances, cannot be considered full instructional programs. Therefore, another way to interpret the data may be useful. The number of children who discontinued can also be examined as a percentage of the children who had an opportunity for a full program. A full program is defined as 20 weeks or more of services. A discontinued program is also considered a full program, even though it may not have taken 20 weeks.

BEST COPY AVAILABLE

Table 3 shows the number and percentage of full program children in each status category. Providing all children with a full program is the goal for program efficiency. In 1998-1999, 73% of children with full programs were successfully *Discontinued*. *Recommended action* was the outcome for 24% of the children, and in 1% of cases, the student moved while being served. By definition, *incomplete* and *none of the above* are not full programs. These were errors in data. In 1999-2000, 69% of children who received full programs were *Discontinued*. *Recommended action* was provided for 30% of the children, and 3 children moved while being served, constituting less than 1% of cases. The *incomplete* category represents errors in data entry, as above.

Table 3 End-of-Program Status for Full Program Children.

End-of-Program Status Categories	*1998-1999*		*1999-2000*	
	n	*%*	*n*	*%*
Discontinued	*1155*	*73%*	*1313*	*69%*
Recommended	*378*	*24%*	*573*	*30%*
Incomplete	*24*	*2%*	*1*	*0%*
Moved	*15*	*1%*	*3*	*0%*
None of the Above	*4*	*0%*	*0*	*0%*

Progress on Literacy Measures

Q3 What was the progress of the Reading Recovery children on literacy measures?

Reading Recovery students, all of whom begin first grade in the lowest achievement levels of their class, make considerable progress as a result of the intervention. Table 4 displays the progress on text reading level of three categories of Reading Recovery children: *Discontinued*, *Recommended*, and *Incomplete*. Children who *moved* while being served or had *none of the above* status were either unavailable for year-end testing or numbers were very small so these two groups are excluded here.

The biggest changes I have seen in my students are the shifts they've made from dependent to independent readers and writers. They now have confidence, motivation, and the ability to problem-solve.

--Reading Recovery Teacher In Training

Numbers and mean scores are displayed in the tables. The mean score represents the average performance of the group. Only children who had both fall and year-end scores were included in the analysis of gains. Gain scores of the *Discontinued* children exceed those of their random sample peers, revealing accelerated progress. The mean gain for discontinued Reading Recovery students was about 19 levels. The comparison group made a gain of about 17 levels. Although discontinued children started the year with a mean text reading level of only 1 compared with 4 or 5 for random sample children, they ended the year with a mean level of about 20 (second-grade level), only slightly below the random sample children's year-end average of about 22 (second-grade level).

The students in my class who have participated in RR have been able to move to higher levels more quickly than others. They have demonstrated the ability to utilize new strategies and help others read.

--Classroom Teacher

Table 4 Gains in Text Reading.

End-of-program status	*School Year*	*Fall*		*Year-End*		*Gain*	
		n	*mean*	*n*	*mean*	*n*	*mean*
Discontinued	*1998-1999*	*1027*	*0.9*	*1139*	*19.6*	*1012*	*18.8*
	1999-2000	*1132*	*1.1*	*1271*	*19.5*	*1102*	*18.6*
Recommended	*1998-1999*	*400*	*0.6*	*397*	*9.6*	*387*	*9.1*
	1999-2000	*560*	*0.6*	*541*	*10.3*	*522*	*9.7*
Incomplete	*1998-1999*	*343*	*0.9*	*466*	*10.4*	*339*	*9.8*
	1999-2000	*277*	*1.0*	*353*	*10.0*	*245*	*9.3*
Random Sample	*1998-1999*	*1518*	*4.3*	*1461*	*21.2*	*1450*	*16.9*
	1999-2000	*1563*	*4.9*	*1461*	*21.8*	*1454*	*16.8*

Stanine Criterion Performance

Q4 **How many Reading Recovery and random sample children scored below, within, and above the stanine criterion band (stanine 5) at year-end?**

Year-end scores on the Observation Survey for all students were compared with the Maine stanines. The stanines were calculated on a sample of over 1000 first graders in 1995-1996 in Reading Recovery schools, including both students in Reading Recovery and not in the Reading Recovery program.

The scores represent a stable picture across time of typical first-grade performance on the Observation Survey in Maine Reading Recovery schools. Text levels 14 to 16 are equivalent to end-of-first-grade reading levels. Therefore, it is also useful to see how many Reading Recovery and random sample children who were below stanine 5 were still actually reading on grade level at the end of the year.

They are reading on or above grade level. They are able to work more independently. They are more successful and have a better understanding of each task.

--Classroom Teacher

Table 5 shows the number and percentage of Reading Recovery children (except those who *Moved* while being served or had *None of the Above* end-of-program status) and random sample children who scored above, within, below but on grade level, and below the typical performance of Maine first graders (stanine 5) on text reading at year-end. In both years, 79 percent of the discontinued Reading Recovery students were reading at or above text levels 18/20 (second-grade level) at the end of the year. Note that the rest of the discontinued children are mostly at stanine 4 which is still on grade level. An additional 19 percent of Reading Recovery children were reading at first-grade level at the end of the year. Therefore, a total of 98 percent of all discontinued Reading Recovery children were reading at or above grade level at the end of first grade. Note that even 24/29 percent of the *Recommended* children were at grade level or above.

Table 5 Number and Percentage Above, Within, and Below the Year-End Text Reading Stanine Criterion.

Standing	*School Year*	*Discontinued*		*Recommended*		*Incomplete*		*Random Sample*		*Criterion*
Above	*1998-1999*	*330*	*29%*	*3*	*1%*	*1*	*0%*	*811*	*56%*	*Stanine 6-8 Level 22-30*
	1999-2000	*345*	*27%*	*5*	*1%*	*0*	*0%*	*855*	*59%*	
Within	*1998-1999*	*574*	*50%*	*13*	*3%*	*13*	*3%*	*261*	*18%*	*Stanine 5 Level 18-20*
	1999-2000	*662*	*52%*	*50*	*9%*	*5*	*1%*	*288*	*20%*	
Below, but on grade level	*1998-1999*	*221*	*19%*	*78*	*20%*	*103*	*22%*	*193*	*13%*	*Stanine 4 Level 14-16*
	1999-2000	*245*	*19%*	*102*	*19%*	*88*	*25%*	*158*	*11%*	
Below	*1998-1999*	*13*	*1%*	*303*	*77%*	*349*	*75%*	*194*	*13%*	*Stanine 1-3 Level 0-12*
	1999-2000	*19*	*1%*	*384*	*71%*	*260*	*74%*	*160*	*11%*	

Note: Text Reading Level has a cap of 30, therefore there is a ceiling effect limiting the cap to stanine 8 at year-end.

Subsequent Gains

Q5 What were the gains from exit to year-end of first-round Reading Recovery discontinued children?

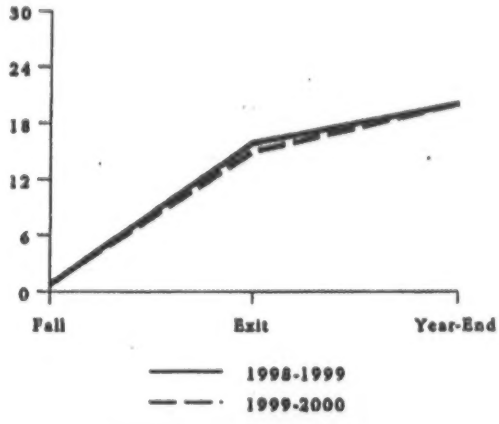
An important question to ask of an intervention is whether or not upward progress continues after the intervention has ended. Children may not receive further supplementary help yet are expected to continue to make progress with good classroom instruction and support. In order to determine children's progress after the intervention ends, scores of all first-round discontinued children were examined. These data represent the first follow-up study of Reading Recovery children.

He has taken off in his reading, he had the potential, he just needed a little boost. Now I have a feeling he'll be moving ahead on his own.

--*Parent*

This short-term follow-up explores the gains of first-round children who successfully discontinued from the program. The Observation Survey was administered to Reading Recovery children at the beginning of the school year, at the time of exiting the program, and at the end of the year. Progress on the Text Reading measure across testing intervals of first-round children who discontinued is displayed in Figure 3. Year-end scores on text reading show continued growth after the accelerated growth during the intervention stopped. This depicts a self-extending system.

Figure 3 Progress on Text Reading of First- Round Discontinued Children.



Reading Group Placement

Q6 Was there a change in the reading group placement of Reading Recovery participants from the fall to end of the school year?

Classroom instruction is more focused. Expectations for student reading have increased.

--Administrator

Classroom teachers of all Reading Recovery and random sample children were asked to describe each child's reading group placement at the beginning of the year, upon entry into Reading Recovery, at exit from the program, and again at the end of the school year. Table 5 shows how group placement changed for successfully discontinued Reading Recovery and random sample children from fall to year-end testing. Note that in the fall almost all of the discontinued children were in the bottom 25% of the class contrasted to only a few of them at year-end. By year-end, most of the discontinued Reading Recovery children were in the upper half of the class, with many in the top quartile.

Table 5 Change in Classroom Reading Group Placement from Fall to Year-End for Discontinued Children.

			Low		*Lower Middle*		*Upper Mid.*		*High*	
	Test	*School Year*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Discontinued	*Fall*	*1998-1999*	*846* *903*	*82%* *78%*	*153* *223*	*15%* *19%*	*15* *28*	*1%* *2%*	*3* *3*	*0%* *0%*
	Year-End	*1999-2000*	*35* *35*	*3%* *3%*	*399* *409*	*35%* *32%*	*554* *659*	*49%* *52%*	*135* *166*	*12%* *13%*

Impact on Special Education

Q7 What percentage of Reading Recovery children were referred and placed in special education?

An issue related to cost benefits of Reading Recovery is the potential reduction of referrals and placements in special education programs. Therefore, information was collected about referral and placement in special education for all study participants. Table 6 shows how many children were referred and placed for special education, and Table 7 shows the primary classification under which children were referred and placed.

Poor reading achievement is one of the most frequently used reasons for referral to special education/Title I. By addressing this concern, we have reduced the number of potential referrals.

--Administrator

Table 6 Number and Percentage of Children Referred and Placed in Special Education.

School Year: 1998-1999 1999-2000	End-of-Program Status				Student Group					
	Discontinued		Recommended		Incomplete Programs		Full-Program		Random Sample	
	n	%	n	%	n	%	n	%	n	%
Not Referred or not reported*	1041 1207	90% 93%	215 322	52% 56%	526 365	74% 70%	1256 1529	80% 82%	1485 1487	97% 96%
Awaited Screening	18 20	2% 2%	46 67	11% 12%	34 29	5% 6%	64 89	4% 5%	9 8	1% 1%
Referred, Not Placed	35 30	3% 2%	41 51	10% 9%	30 24	4% 5%	76 81	5% 4%	27 11	2% 1%
Referred and Placed	61 43	5% 3%	109 133	26% 23%	120 102	17% 20%	170 176	11% 9%	27 35	2% 2%

** Note: In 1998-1999 only there was not a distinction between 'Not Referred' and data not reported.*

In addition to two Reading Recovery status categories (*Discontinued* and *Recommended*), totals are shown for all incomplete programs (*Incomplete Program at Year-End, Moved While Being Served*, and *None of the Above* combined), and for all children who had an opportunity for a "Full" Reading Recovery program (*Discontinued* plus *Recommended*). Totals are also shown for the random sample children.

Note that very few *Discontinued* children were referred for special education service, supporting the rigorous criteria for that status category. Even most of the *Recommended* children are not referred for special education. Also note that children with full programs are less likely to be referred than children with incomplete programs, supporting the need for every child to receive a full program.

Looking at the classification in Table 7, note that most of the placements across all categories were for speech and language programs rather than LD reading programs. These findings support the need for Reading Recovery to serve as a pre-referral program.

Table 7 Classification of Reading Recovery and Random Sample Children Referred and Placed.

School Year: 1998-1999 / 1999-2000	End-of-Program Status				Student Group					
	Discontinued		Recommended		Incomplete Programs		Full-Program		Random Sample	
	n	%	n	%	n	%	n	%	n	%
Learning Disab./Reading	0 2	0% 0%	25 38	6% 7%	40 26	6% 5%	25 40	2% 2%	3 10	0% 1%
LD/Writing	0 1	0% 0%	2 4	0% 1%	2 0	0% 0%	2 5	0% 0%	0 1	0% 0%
LD/Other	3 1	0% 0%	7 14	2% 2%	4 11	1% 2%	10 15	1% 1%	2 0	0% 0%
Emotional Disturbance	5 5	0% 0%	4 4	1% 1%	9 4	1% 1%	9 9	1% 0%	1 7	0% 0%
S&L	35 28	3% 2%	34 46	8% 8%	32 34	4% 7%	69 74	4% 4%	14 9	1% 1%
Other	8 5	1% 0%	7 7	2% 1%	7 4	1% 1%	15 12	1% 1%	1 3	0% 0%
Info. Unavail.	10 1	1% 0%	30 20	7% 3%	26 23	4% 4%	40 21	3% 1%	6 5	0% 0%
TOTAL Referred/Placed	61 43	5% 3%	109 133	26% 23%	40 102	8% 20%	3 176	3% 9%	27 35	2% 2%

Impact on Retention in Grade

Q8 **What percentage of the children were considered for retention and retained in first grade?**

Title I numbers have decreased, retentions have decreased, and we have greater diagnostic information prior to special education referrals.

--Administrator

Another factor related to cost benefit is the influence of the program on retention. Data were collected about children who were considered for retention and retained in grade one. Table 8 shows the number and percentage of children considered for retention, number retained, and those retained for reading.

Table 8 Number and Percentage of Children Considered for Retention and Retained in First Grade.

School Year: 1998-1999 1999-2000	End-of-Program Status				Student Group					
	Discontinued		Recommended		Incomplete Programs		Full-Program		Random Sample	
	n	%	n	%	n	%	n	%	n	%
Not Considered or not reported*	1107 1098	96% 96%	328 416	79% 77%	612 391	86% 81%	1435 1514	92% 90%	1511 1376	99% 98%
Considered, Not Retained	24 30	2% 3%	24 49	6% 9%	34 24	5% 5%	48 79	3% 5%	11 7	1% 1%
Total Retained	21 12	2% 1%	45 51	11% 9%	47 48	7% 10%	66 63	4% 4%	4 15	0% 1%
Retained for Reading Diff.	0 0	0% 0%	7 18	2% 3%	7 10	1% 2%	7 18	0% 1%	0 4	0% 0%

* *Note: In 1998-1999 only there was not a distinction between 'Not Considered' and data not reported.*

Table 8 shows us that 96% of discontinued Reading Recovery children were not considered for retention, while a large majority of recommended children were also not considered. In addition, children who had full Reading Recovery programs were less likely to be considered for retention than those who had incomplete programs. Note that of the children retained, very few were retained for reading difficulties.

Informal Responses

Q9 What informal responses to the Reading Recovery program were made by teachers, administrators, and parents/guardians?

Unique questionnaires were distributed to each of five groups: parents/guardians, administrators, classroom teachers, trained Reading Recovery teachers, and Reading Recovery teachers in training. Response rates appear in Table 9. The high response rates are a testament of the support for Reading Recovery evaluation and allow us to infer that the results are truly representative of the five sample groups.

> It broke my heart to see him get more and more unhappy with school. Now he loves it and is enthusiastic. *--Parent*

Table 9 Response Rates to Qualitative Surveys in Maine.

Stakeholder	Year	Distributed n	Returned n	Response Rate %
Parents	1998-1999	1950	1241	64%
	1999-2000	2071	1384	67%
Administrators	1998-1999	254	192	76%
	1999-2000	260	191	73%
Classroom Teachers	1998-1999	628	501	80%
	1999-2000	637	500	78%
Trained Reading Recovery Teachers	1998-1999	270	232	86%
	1999-2000	285	257	90%
Reading Recovery Teachers In Training	1998-1999	52	46	89%
	1999-2000	41	34	83%
Total Responses	1998-1999	3154	2212	70%
	1999-2000	3294	2359	72%

Each group was asked to rate, on a scale from 1 to 5, where 5 is the highest, their response to one question. Questions and results of likert scale responses from each group appear in Tables 10a to e and revealed positive perceptions of the program by all stakeholders. Open-ended responses to an additional set of unique questions to each group of stakeholders appear throughout the report.

Table 10a Parent Responses to, "Circle the number below which best describes Reading Recovery".

Rating:	1		2		3		4		5	
School Year	n	%	n	%	n	%	n	%	n	%
1998-1999	0	0%	1	0%	19	2%	120	10%	1100	89%
1999-2000	1	0%	3	0%	29	2%	201	15%	1148	83%

Table 10b Administrator Responses to, "What impact has implementing Reading Recovery had since the program's inception in your school".

Rating:	1		2		3		4		5	
School Year	n	%	n	%	n	%	n	%	n	%
1998-1999	0	0%	5	3%	14	7%	83	44%	85	45%
1999-2000	0	0%	0	0%	11	6%	71	37%	107	56%

Table 10c Classroom Teacher Responses to, "What impact has the program had on Reading Recovery students' classroom performance?".

Rating:	1		2		3		4		5	
School Year	n	%	n	%	n	%	n	%	n	%
1998-1999	0	0%	4	1%	38	8%	121	24%	336	67%
1999-2000	1	0%	5	1%	47	9%	131	26%	316	63%

Table 10d Trained Reading Recovery Teacher Responses to, "I have become a more effective Reading Recovery teacher this year".

Rating:	1		2		3		4		5	
School Year	n	%	n	%	n	%	n	%	n	%
1998-1999	1	0%	3	1%	45	19%	113	49%	70	30%
1999-2000	1	0%	3	1%	41	16%	121	49%	88	35%

Table 10e Reading Recovery Teacher In Training Responses to, "My view of teaching low progress children how to read has changed considerably this year".

Rating:	1		2		3		4		5	
School Year	n	%	n	%	n	%	n	%	n	%
1998-1999	1	2%	1	2%	4	9%	18	40%	21	47%
1999-2000	0	0%	0	0%	3	9%	7	20%	23	68%

IMPLEMENTATION FACTORS

There are many factors that have been shown to influence the level of success in Reading Recovery districts. Some of the critical factors are highlighted in this section.

Level of Reading Recovery Coverage

As a systematic intervention, Reading Recovery can only be as effective as the implementation of the program in the school. In order to meet the needs of all students, a school must provide service to every child who needs Reading Recovery services. Only at this point is a school considered fully implemented. It is expected that schools move towards full implementation over time.

Table 11 displays the number of schools by level of coverage. Most schools have implemented the program for at least 5 years. Implementation has improved from 1998-1999 to 1999-2000. In 1998-1999, 23 percent of Maine schools were fully implemented while 42 percent were covering 75 to 99 percent of all children who needed services. In 1999-2000 these numbers increased as 45 percent of schools were fully implemented and 40 percent were covering 75 to 99 percent of all children who needed services. Note, however, that there are still many schools that have been in the program for over 5 years who are still operating at low implementation levels.

BEST COPY AVAILABLE

Table 11 ·Number of Schools by Years in Reading Recovery and Level of Coverage.

Number of Years in RR	School Year	Estimated Level of Coverage					
		100%	75-99%	50-74%	25-49%	<25%	Total
1 Year in RR	1998-1999	3	4	1	1	0	9
	1999-2000	1	1	0	1	0	3
2 Years in RR	1998-1999	2	8	5	0	2	17
	1999-2000	5	4	0	0	0	9
3 Years in RR	1998-1999	3	8	3	5	0	19
	1999-2000	6	9	0	1	1	17
4 Years in RR	1998-1999	5	15	6	5	1	32
	1999-2000	5	9	1	3	1	19
5 Years in RR	1998-1999	16	22	11	4	1	54
	1999-2000	13	13	4	2	0	32
6 Years in RR	1998-1999	7	14	6	3	0	30
	1999-2000	25	22	5	3	0	55
7 Years in RR	1998-1999	10	12	3	4	0	29
	1999-2000	19	12	0	2	1	34
8 Years in RR	1998-1999	2	7	2	2	1	14
	1999-2000	15	10	2	0	1	28
9 Years in RR	1999-2000	7	4	3	0	0	14
Total n / %	1998-1999	48 / 23%	90 / 42%	37 / 17%	24 / 11%	5 / 2%	204
	1999-2000	96 / 45%	84 / 40%	15 / 7%	12 / 6%	4 / 2%	211

Table 12 displays the number and percentage of children in each end of program status category by school level of coverage. Notice the discontinuing rate as level of coverage increases. Schools with full implementation have a higher rate of successfully discontinuing children, they recommend less children, and have less children left with an incomplete program at year-end. Schools with lower implementation levels have the lowest discontinuing rates, a higher rate of recommended children, and more left with incomplete programs.

The major problem is financial. The program continues to be not fully implemented and some children miss out on the benefits. This makes the selection process so critical and difficult to do.

--Administrator

Table 12 Number and Percentage of Children in Each End-of-Program Status Category by Level of Coverage.

Level of Coverage	School Year	Discontinued		Recommended		Incomplete		None of Above		Total
		n	Row %	n	Row %	n	Row %	n	Row %	n
Serving 100%	1998-1999	281	57%	77	16%	74	15%	34	7%	492
	1999-2000	656	59%	231	21%	136	12%	41	4%	1111
75% to 99%	1998-1999	535	52%	177	17%	211	21%	55	5%	1023
	1999-2000	531	50%	240	23%	192	18%	55	5%	1058
50% to 74%	1998-1999	204	49%	76	18%	94	22%	29	7%	419
	1999-2000	30	38%	44	28%	37	24%	9	6%	156
25% to 49%	1998-1999	102	39%	64	24%	69	26%	22	8%	262
	1999-2000	45	35%	43	34%	28	22%	7	6%	127
Less than 25%	1998-1999	20	35%	15	26%	19	33%	1	2%	57
	1999-2000	13	26%	19	38%	9	18%	9	18%	50

Note: Children who "Moved while being served" are included in the TOTAL column, but are not shown separately.

Time Factor

The factor of *time* in the program is critical to the efficiency and effectiveness of the program's implementation. Therefore, the average length of children's programs was calculated. *Discontinued* Reading Recovery children averaged 18 weeks and 67 sessions in 1998-1999, and 16 weeks and 60 lessons in 1999-2000. *Recommended* children averaged 24 weeks and 88 lessons in 1998-1999, and 21 weeks and 77 lessons in 1999-2000 in the program. Daily lessons are crucial to the success of Reading Recovery. With commitment to daily lessons, more children should be served across an academic year.

Discontinued Reading Recovery children missed an average of 14 lessons in 1998-1999 and 12 lessons in 1999-2000 during their program. *Recommended* children missed an average of 20 lessons in 1998-1999 and 18 lessons in 1999-2000. Of these lessons missed, only about one third or less were due to child absence. The remainder of missed lessons were due to the child being unavailable for a lesson, teacher absence, or the Reading Recovery teacher being unavailable for teaching. This time loss is a concern because it affects the intervention's efficiency. Schools must look for ways to protect teaching time for these hard-to-teach children.

Each year, the number of children with incomplete programs at the end of the year is too high. The goal in Reading Recovery is to get at least two complete rounds of children through the program. The first round took an average of 21 weeks to discontinue in 1999-2000 and the second round took about 12 weeks. Schools need to examine how they can improve their efficiency in order to get to every child who will require service, and complete that service before the school year ends. Fully implemented schools have the option of extending some of the children's programs into the summer or fall of grade 2.

What are the major challenges that have been encountered along the way as the program has been implemented in your district?

Funding guarantee, continuing contact sites availability, and continuity/equity across district schools. *--Administrator*

Being able to service all the children who could benefit. *--Administrator*

I thought there was a specific pattern and sequence as to how children learn. I now see that there are many different facets to becoming literate. *--Reading Recovery Teacher In Training*

Finding time for Reading Recovery teachers, 1st grade teachers and administrators to meet on regular basis. *--Administrator*

Change in superintendents-- change in support. *--Administrator*

Obtaining funding to be fully implemented. *--Administrator*

Isolation! Being the only Reading Recovery teacher in a rural school/district is challenging. It's difficult to problem-solve everything alone, but equally hard to travel everywhere to connect with others. *--Trained Reading Recovery Teacher*

Lack of consistent teacher leader support. *--Administrator*

Intervention with several students has helped to identify more serious learning difficulties. *--Trained Reading Recovery Teacher*

Teacher Factors

The influence of the 'teacher factor' is also important to consider. Three specific factors can be explored that affect the number of children served and student outcomes: the influence of the training status of teachers, number of assigned teaching slots for Reading Recovery, and number of years of Reading Recovery experience.

Low progress-children become literate based on how good our teaching is. I see that skilled decision-making and careful observation of a child in reading/ writing work can greatly impact a child's success. In most cases we only look at our teaching if progress is not being made.

--Reading Recovery Teacher In Training

Training Status

Trained Reading Recovery teachers tend to be more effective than teachers in training. In Maine, trained teachers served more children than teachers in training. Trained teachers taught an average of 7.5 children in 1998-1999 and 7.9 children in 1999-2000 over the year whereas teachers in training taught just 5.8 in 1998-1999 and 6.4 in 1999-2000. Trained teachers also discontinued about 20% more children than teachers in training, recommended less, and had less children left with incomplete programs at the end of the year.

Number of Teaching Slots

Reading Recovery teachers in Maine work with anywhere from one to eight children each day. Teachers in training work with four children daily. Table 13 shows the number of daily teaching slots of trained teachers as a percentage of all Reading Recovery teachers. Note that the majority of trained teachers also work with four each day, and they represent over half of all Reading Recovery teachers in Maine.

Table 13 Percentage of all Trained Reading Recovery Teachers by Assigned Daily Teaching Slots.

School Year	*1*	*2*	*3*	*4*	*8*	*6*	*7*	*8*	*% of all RR teachers in ME*
1998-1999	*1%*	*4%*	*7%*	*52%*	*12%*	*6%*	*2%*	*1%*	*85%*
1999-2000	*2%*	*4%*	*6%*	*51%*	*12%*	*7%*	*3%*	*1%*	*87%*

Teacher Experience

Reading Recovery teachers vary in experience from one to nine years in Reading Recovery. There is an indication from the data that teacher experience in Reading Recovery effects student outcomes also.

Each year things become clearer. I get a little more out of the readings. I am also more automatic with my teaching, thinking of the right prompts at the right time.
--Trained Reading Recovery Teacher

In 1999-2000 teachers with three or more years experience teaching Reading Recovery had higher discontinuing rates by 10 to 20 percent than Reading Recovery teachers in their first two years, and recommended less children. Teachers with eight and nine years experience discontinued another 10 to 15 percent more children. However, data from a single year or two would not be sufficient to detect such a trend. Implementation, training, and other factors all play into student outcomes.

Summer and Extended Programs

Of the children whose programs were cut short because the school year ended, summer and extended programs were planned for 214 children, or 45 percent in 1998-1999, and for 166, or 41 percent in 1999-2000. However, due to the needs of the new, incoming first-grade students not all of these children ended up receiving extended service. In 1998-1999, only 128 children, or 27 percent of all children with an incomplete program at year-end, were actually provided with extended service. In 1999-2000, 95 children, or 24 percent of all children with an incomplete program at year-end, were actually provided with extended service.

Figure 4 Final End-of-Program Status, 1998-1999

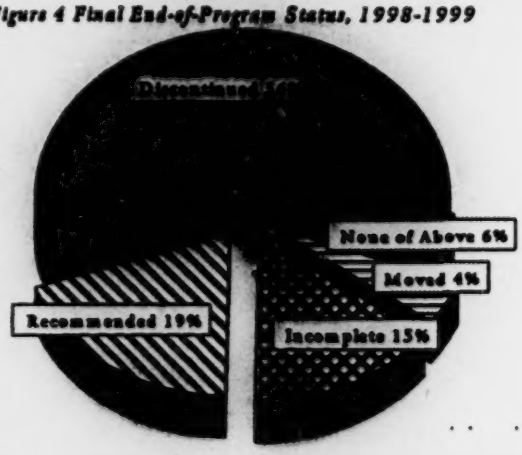
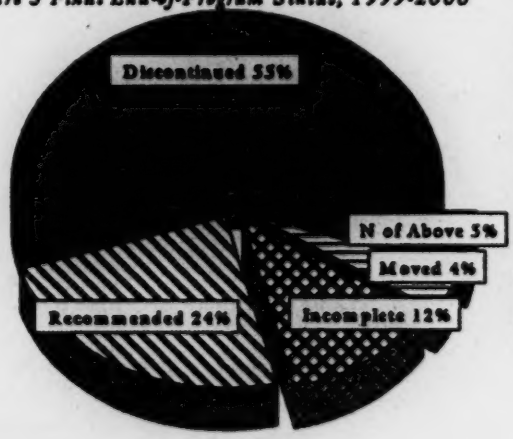


Figure 5 Final End-of-Program Status, 1999-2000



In 1998-1999, 84 percent of children with summer and extended programs successfully discontinued and 11 percent were recommended for further action after a full program of at least 20 weeks of total instruction, combining first grade and extended service. In 1999-2000, 73 percent of children with summer and extended programs successfully discontinued and 19 percent were recommended for further action after a full program of at least 20 weeks of total instruction, combining first grade and extended service.

BEST COPY AVAILABLE

Figures 4 and 5 display the overall end-of-program status for the state including the results from both the first grade programs and the summer and extended programs. Extended programs allowed more children to have the opportunity to discontinue successfully from Reading Recovery than would have otherwise.

Children Pulled From Reading Recovery Before Receiving a Full Program

Data were collected for the first time on children who are pulled from Reading Recovery before having the opportunity to receive a full program. Supplementary forms were required which detailed the reasons that children were pulled from the program. Valid reasons that children are pulled from the program include the child being sent back to kindergarten or a parental request to stop Reading Recovery services.

> Team meetings have been a huge help to all staff involved to keep everyone up to date on student's progress.
> *--Administrator*

However, the majority of reasons children are pulled from the program early are not legitimate. First, some children in Maine come into first grade with special education referrals. They are selected for Reading Recovery because they are the lowest children, but they are placed in special education before having the opportunity to receive a full Reading Recovery program. Second, some of the lowest children do not make accelerated progress in the first 5 to 10 weeks and the school team deems that Reading Recovery is not suitable for these children, denying them the opportunity to receive a full program.

Both of these reasons are inappropriate decisions which rob children who are most in need of help learning to read. A full program of Reading Recovery should be provided and proves effective as a pre-referral for further specialized services.

Children With Recommended Action

Recall that the majority of Reading Recovery children with an end-of-program status of *Recommended action after a full program* were not referred for special education. Information was also collected about additional reading/other literacy services received by Reading Recovery and random sample children other than special education.

> Reading Recovery has assisted in identifying those students appropriate for referral to special education.
> *--Administrator*

About half of *Recommended* children received such reading/other literacy instruction (e.g., Title I literacy groups). This instruction was generally initiated after Reading Recovery. Typically, these other services were provided in a group, by a *Reading Recovery teacher* or *Other Personnel*, as a pull-out from the classroom, and given about 4 to 5 days each week.

Demonstrated Success of Reading Recovery

"To say that Reading Recovery works is to say that the school's operation of the program works."
--Paula Moore, University Trainer

PROGRAM EFFECTIVENESS

Reading Recovery has demonstrated its effectiveness in accelerating the learning of the lowest achieving students in literacy up to the average of their peers, and continuing the progress of these children after Reading Recovery with good classroom teaching. However, there are still many schools in Maine that are not fully implemented. This means that children are still being left behind.

In order for Maine Reading Recovery schools to effectively help every child that needs services, schools need to consider how they are operating their programs. Schools should regularly review their program using the *Rubric for Assessing A School's Operation of Reading Recovery* (see Appendix A).

Annual program evaluation for Reading Recovery is guided by the research questions as well as four main principals of success: program effectiveness, program efficiency, cost effectiveness, and cost benefit.

PROGRAM EFFICIENCY

Efficiency of Reading Recovery in Maine has improved. In the 1999-2000 school year first-round children's lessons were started earlier in the September and second-round children came into the program earlier. Consequently, there were fewer children left at the end of the year with an incomplete program.

However, there are still too many children not receiving the opportunity for a full program. Setting a goal of protecting time for daily lessons will ensure optimum learning.

COST EFFECTIVENESS

Reading Recovery has been criticized for its cost, for the first time in 1998-1999, special education and retention data were available to demonstrate cost effectiveness of the program.

Almost all of the children who discontinue and over half of the children who are recommended are not referred for special education nor retained. Those who were referred and placed tended to be classified as speech and language rather than for a learning disability in reading or writing.

For the first time in Maine we have data to show that Reading Recovery has been a cost effective intervention in that it has prevented children from being referred and retained.

COST BENEFIT

There is an assumption that without Reading Recovery, many children who were the lowest achievers in their first-grade classrooms, would have been referred for special education or retained.

Of the children who had an opportunity for a full Reading Recovery program, only two percent were referred to special education for reading difficulties, and less than one percent were retained for reading difficulties.

This demonstrates that with Reading Recovery, schools can achieve a cost benefit by saving on more costly interventions such as special education or retention.

Implementation Recommendations

The effectiveness and efficiency of Reading Recovery are directly related to the school's operation of the program. In 1999-2000, 45% of Maine Reading Recovery schools reported full implementation of the program. These schools delivered just 44% of all Reading Recovery programs in the state. The rest of the schools reported being unable to help every child who needed service.

While Maine is improving its program efficiency and cost effectiveness, and achieving greater program effectiveness and cost benefit, there are still areas where schools need to improve in the operation of their programs.

1 Regular Team Meetings

- To discuss children's programs.
- To evaluate the operation of the program (see Appendix A, *Rubric for Assessing A School's Operation of Reading Recovery*).
- To examine data to improve and inform program effectiveness and efficiency.

2 Full Coverage

Schools need to work towards achieving full coverage as it is a key factor in student outcomes.

3 Time Factors

- School teams need to ensure first-round students start their programs no later than the second week of September and finish within 20 calendar weeks
- Achieve daily lessons of no more than 30 minutes long.

4 Hard to Accelerate Student Action Plan

When a child is not accelerating in the first weeks of instruction, the teacher leader begins a series of observations, formal meetings, and documentation to better understand the student's learning needs (See Appendix B, *Hard to Accelerate Student Action Plan*). Then, if a child does not successfully discontinue, the team has detailed records about the child's strengths and weaknesses to effectively recommend appropriate further support for the child.

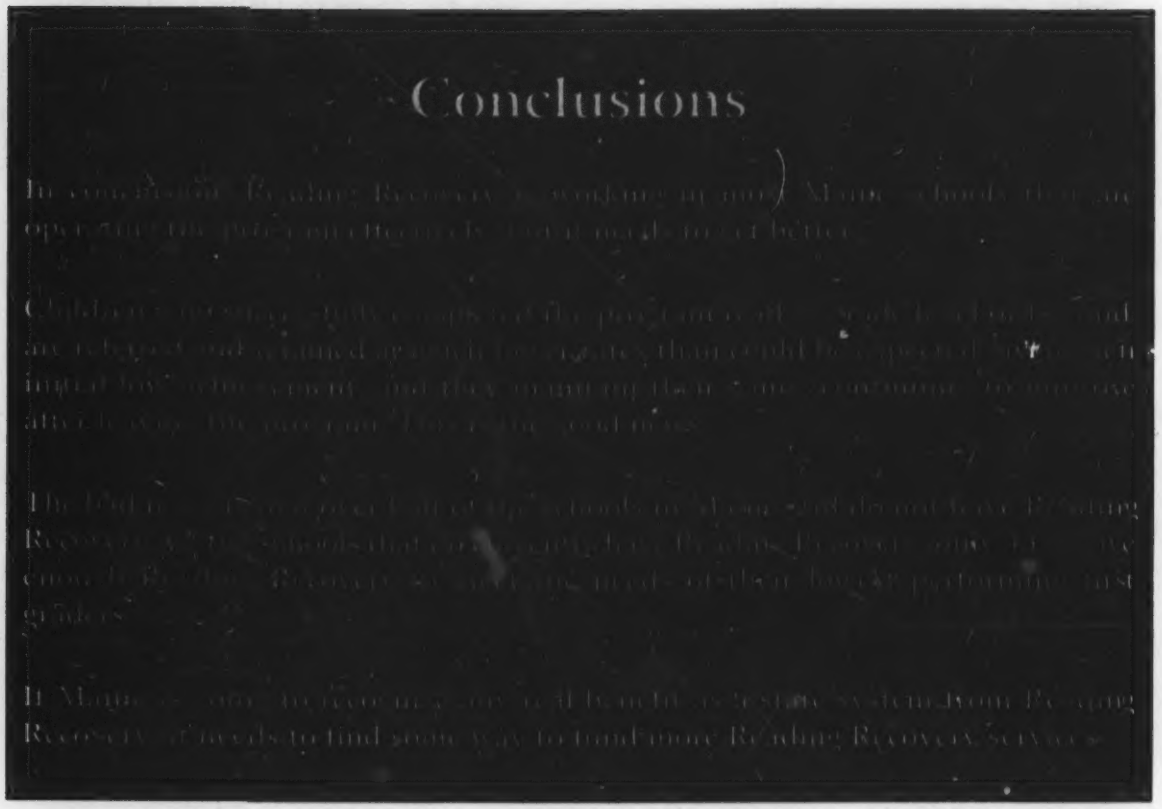
5 Teacher Leader Involvement

Teacher leaders are experts in, and powerful advocates for, a wide range of Reading Recovery issues. They are important and helpful consultants on student selection, learning, and program implementation.

6 Shared Ownership

Reading Recovery is a school's program. That means everyone in the school needs to be informed and knowledgeable about Reading Recovery. This includes parents, superintendents, principals, classroom teachers, special educators, literacy specialists, curriculum coordinators, etc.

Now that we are fully implemented with full-time trained teachers focusing on literacy instruction, our team has become more effective. *--Administrator*



Questions? See the Center For Early Literacy web site **http://www.ume.maine.edu/~cel** or contact us by phone (207) 581-2438, FAX 581-2423, or mail at 5766 Shibles Hall, Orono, ME 04469-5766.

Appendix A

Rubric for Assessing A School's Operation of Reading Recovery

Rubric For Assessing A School's Operation Of Reading Recovery

Factors to Consider	Cost-effective	Fair	Poor
Adherence To Principles In The Child's Program	• Selects the lowest children • Achieves 5 lessons per week • Reading Recovery is something extra	• Selects lowest-some exclusions • Achieves 3 lessons a week • RR serves as something extra	• Selects from 40% achievement • Achieves less than 3 lessons /wk • RR is the child's only program
Level Of Coverage	• 100% needing help are served • Programs carried over-if needed • A special educator is Reading Recovery trained and picks up children not accelerating in 20 weeks	• 1-2 children needing help left at year-end who do not get RR • 1-2 children's programs carried over into second grade • No special educator trained	• 3 or more children needing help remain at the end of the year • No children carried over • No special educator trained
Efficiency Of Operation	• First-round children's programs begin second week of September • Second-round children by January • Reading Recovery teacher serves 8 or more children over the year	• First-round children's programs begin in the third week of September • Second-round picked up in February • Reading Recovery teacher serves 7 children over the school year	• First-round children's program begin 4th week of September or later • Second-round picked up in March • Reading Recovery teacher serves 6 children over the school year
Use of Data	• Collects & consistently uses program evaluation data to make changes • Monitors Reading Recovery children's progress through fourth grade • Presents data to school board and parents each year • Data show consistent improvement in Reading Recovery operation	• Collects data but does not use it consistently to make changes • Monitors Reading Recovery progress of children through 2nd grade only • Does not present program evaluation data to school board or parents • Data show some improvement	• Does collect RR data but only for Teacher Leader • Monitors RR children's progress through end of first grade only • Does not present data to school board or parents • No change in data from year-to-year
School Team	• Team has wide range of members, including specialists and principal • School team meets regularly to evaluate operation of program and children's progress and problem-solves	• School team includes just 1st grade teacher, RR teacher, principal • School team evaluates progress of children but not operation of Reading Recovery program	• No school team, Reading Recovery teacher makes all the decisions

Role Of Reading Recovery Is Understood	• Reading Recovery one of several interventions school can use to ensure children achieve learning results • Read. Recovery as pre-referral strategy • Reading Recovery and Special Ed. programs work together	• R. Recovery replaces Title I services • Reading Recovery is sometimes used as a pre-referral strategy • Reading Recovery & Special Education programs do not communicate	• Reading Recovery replaces Title I • Reading Recovery is never used as a pre-referral strategy • Reading Recovery & Special Education programs do not communicate
Implementation Plan	• The school has an explicit plan for the development & operation of Reading Recovery and this plan has been communicated to all levels in district	• The school has a plan for Reading Recovery's operation, but it is not explicit to others	• No plan for the operation of Reading Recovery in the total school program
Reading Recovery Teacher Selection & On-Going Reading Recovery Teacher Development	• Reading Recovery teacher has been part of senior staff & fully certified • Reading Recovery teacher has primary classroom experience • Reading Recovery teacher attends all continuing contact sessions • Reading Recovery teacher makes colleague visits outside the school • Reading Recovery teacher attends all RR conferences & institutes in Maine & the northeast	• Reading Recovery teacher has experience with primary children, but not in the classroom • Reading Recovery teacher attends some continuing contact • Reading Recovery teacher makes colleague visits only inside the school or district • Reading Recovery teacher occasionally attends Maine conferences & institutes	• RR teacher is fully certified but was recruited from outside or is paid as ed. tech. • Reading Recovery teacher has no experience with primary children • Reading Recovery teacher attends few continuing contact • Reading Recovery teacher makes no colleague visits • Reading Recovery teacher attends no conferences or institutes
Administrative Support	• Principal & superintendent understand the program • Principal is active in team decision-making • Superintendent & principal provide financial support as needed • Principal works with parents, if needed • Superintendent & principal can defend Reading Recovery to the School Board & to administrators	• Principal understands the program, but superintendent is distant • Principal sits in on team meetings but does not participate actively in decisions • Some financial support for Reading Recovery teacher & materials is provided • Principal sometimes works with parents	• Principal & superintendent view R. Recovery as Title I program only • Principal rarely attends team meetings • Principal does not support Reading Recovery teacher financially • Title I, rather than the principal and superintendent, defends the program to school board • Principal does not work with Reading Recovery children's parents if needed

©1999 Paula Moore & Laura Cook, Center for Early Literacy, University of Maine

BEST COPY AVAILABLE

Appendix B

Hard to Accelerate Student Action Plan

HARD TO ACCELERATE STUDENT ACTION PLAN

Student _____ Teacher _____

This action plan is to be used as soon as concern is noted. These steps need to be completed in sequence. Send copy of Plan of Action to Teacher Leader.

Action

Week ___ Date _____ (As soon as concern is noted)

_____ Schedule 2 colleagues for one school visit. Lesson #_____
Observed by _____ and _____

Action plan developed (specific changes to be done; procedures; Guide Book pgs.56-57)

Inform classroom teacher of action plan developed during colleague visit.

Action Plan developed with classroom teacher.

Week ___ Date _____ (Two weeks after prior Plan, if no shifts occur)

_____ Schedule 2 colleagues for 1 school visit. Lesson #_____
Observed by: _____ and _____

Action plan developed (specific changes to be done; procedures; Guide Book pgs.56-57).

Inform classroom teacher of action plan developed during colleague visit.

Action plan developed with classroom teacher

Week____ Date____ (2 Weeks after prior plan if no shifts have occurred)

____ Inform classroom teacher and building team of Action plan

Action plan developed (specific changes to be done; procedures; Guide Book pgs.56-57).

____ Parent notified of concerns (check one):
____ phone
____ school visit

Week____ Date____ (2 – 3 Weeks after prior plan if no shifts have occurred)

____ Re-Administer Observation Survey

____ Call Teacher Leader to discuss further recommendations.

Action Plan developed:

Week____ Date____

____ Team Meeting

____ Decision:

Date_____ Parent Informed

Signatures of Decision-Making Team

Reading Recovery Teacher	Classroom Teacher
Principal	Teacher Leader
Building Team Member	Building Team Member
Building Team Member	Building Team Member
Building Team Member	Building Team Member

BEST COPY AVAILABLE